

IMAGE OF ARABS IN FLORIDA COMMUNITY COLLEGE
SOCIAL SCIENCE TEXTBOOKS

BY

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Abstract of Dissertation Presented to the Graduate Council
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IMAGE OF ARABS IN FLORIDA COMMUNITY COLLEGE
SOCIAL SCIENCE TEXTBOOKS

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The purpose of this study was to examine the treatment of Arabs and the Arab world in selected social science textbooks used in Florida community colleges. Specifically, the purpose was to determine the degree to which information regarding Arabs and the Arab world in the textbooks reflects (a) favorable or unfavorable content and (b) stereotyped or non-stereotyped themes.

Using specified criteria, 24 textbooks were selected from anthropology, geography, history, political science and religion courses offered at the 28 Florida community colleges.

A content analysis instrument developed by David Pratt was used to identify the positions of the textbooks on a favorable-unfavorable treatment continuum. Terms referring to Arabs were rated as favorable or unfavorable. Multiplying the favorable terms by 100 and then dividing by the total of favorable and unfavorable terms yielded an evaluation coefficient. The content analysis coefficient data revealed

a more unfavorable than favorable treatment of Arab topics in the textbooks.

A thematic analysis instrument developed by Jesus García was used to examine linguistic and visual materials in the textbooks for evidence of stereotyping. Materials referring to Arabs were identified as stereotyped in five categories (Desert, Islam, Oil, Aggression, Women) or non-stereotyped in one category (Other). The thematic analysis findings demonstrated a more stereotyped than non-stereotyped treatment of Arab content.

The results of each instrument were statistically compared to determine if any relationship between the two sets of data existed. The statistical analysis revealed a positive correlation between the two measures. There appeared to be an association between the extent to which textbook authors treat Arab content stereotypically and the extent to which they treat it unfavorably.

The results of this study indicate that Arabs and the Arab world are described unfavorably and portrayed stereotypically in the selected social science textbooks currently used in Florida community colleges. The study concluded that textbooks must give fair treatment to Arab (and other non-western) issues as world citizenship becomes one of American education's most important tasks.

CHAPTER I INTRODUCTION

In community college social science classes, as on other levels of education in the United States, influences are at work in the classroom shaping student values and norms. Influences of particular interest, however, are the social science instructors who can be educated and textbooks that can be selected.

The literature suggests that the many social science instructors who have not been prepared to deal with all phases of national and international issues, events, people and cultures rely heavily on textbooks as sources of information. There is also evidence that social science textbooks can engender or perpetuate positive and negative attitudes toward issues and events as well as favorable and unfavorable images of minority and ethnic groups. Instructors must understand the biases and misinformation in textbooks which are being used in their classes to offset or supplement the information. They also must understand what to look for when examining new textbooks for adoption.

There is a need to investigate the textbooks used in community colleges to identify favorable and unfavorable content terms and themes, whether stated or implied, which influence instructors' and students' attitudes.

Statement of the Problem

The purpose of the study was to examine the treatment of Arabs and the Arab world in selected social science textbooks used in Florida community colleges. Specifically, the purpose of the study was to determine the degree to which information regarding Arabs and the Arab world in selected textbooks reflects (a) favorable or unfavorable content, and (b) stereotyped or nonstereotyped themes. The books selected for this study were textbooks used in community college courses in anthropology, geography, history, political science and religion.

Need for the Study

Ruth Benedict (1934) stated

There has never been a time when civilization stood more in need of individuals who are genuinely culture-conscious. . . . We remain debarred from much profit and enjoyment in our human relations with people of different standards and untrustworthy in our dealings with them. (pp. 10-11)

Benedict's observation has become increasingly important. Currently, United States citizens in general are ill-equipped for international interaction, lacking knowledge of foreign cultures, problems and languages (Bray, 1980). Citizens are too often insensitive to the cultures and heritages of people from Latin America, Africa, Asia and the Middle East (James, 1978). United States educators have long recognized the need for increased non-western world orientation in the curriculum at all levels from elementary to university. Different labels express the concern: global perspectives, intercultural dimensions and peace education.

Edwin Reischauer (1973) stated: "We must reshape education in a fast-evolving world. The persistence of parochial attitudes which will spell disaster is an educational problem which can only be solved on a global scale by a conscious educational effort" (p. 4). Education's biggest task is to develop a genuine sense of world citizenship toward which the United States is not moving rapidly enough because the bulk of American students still have little understanding of other people and nations. Morehouse (1975) agreed that the major educational task is to help future generations of students see the world through others' eyes.

The 1966 International Education Act was designed to promote knowledge of the rest of the world to further mutual understanding and cooperation among nations (Klassen & Moore, 1968). North American and western European dominance is declining in international affairs. The non-western world can no longer be examined solely in its relation to the West and the western frame of reference. Therefore, schools must introduce more non-western content into curriculum, reduce western bias and globalize rather than regionalize world history (Anderson & Rivlin, 1980). Curriculum alternatives need to reflect a world changed from detachment to interdependence between societies and cultures.

Within the United States education system, student perceptions come mainly from two sources: teacher and textbook material. Morehouse (1975) identified two key components necessary to foster effective global education: enlightened social studies teachers and textbook publishers. Posvar (1980) claimed college and university teachers and textbook authors are keys to transnationalism. In his study on American teaching, Harold Taylor (1968) concluded

The college teacher in America has been immersed in everybody's culture, usually in the white, middle class. . . . One major effect of school attendance is the acceptance of the existing social order of an American world view and its national and international policies. (p. 23)

Many college graduates entering the schools as classroom teachers are limited in their knowledge of world affairs because international affairs were not included as part of the course load or certification requirements (Anderson & Willson, 1975). Hayden (1976) reported barely 5% of teachers being trained have any preparation related to international events and to other people and cultures. And because teachers do not have the necessary educational background and information, textbooks take on an important role. "Often the teacher is an adult presence who is not wiser or better than the textbook being used" (Black, 1967, p. 5).

Although mass media have great influence outside the classroom, inside the classroom textbooks are second only to the teacher in influencing norms and values of students (Grant, 1978). Wirtenberg (1980) estimated that in the course of 12 years of education "any American public school student will read about 32,000 textbook pages, or 65 books, covering every school subject. Textbooks are at the center of 75% of classroom time" (p. 13). Black (1967) stated that about 80% of elementary school teachers use texts as the main teaching tool and source of knowledge and that high school teachers' reliance on textbooks is even greater.

The content of social science courses and textbooks should be particularly responsive to the need to include changing and emerging concepts and information. The social sciences have the opportunity to

promote students' understanding of world religions, human empathy and global perspectives (Arch, 1972; Gross & Dufty, 1980; Klitgaard, 1981).

One region with increasing impact on United States perspectives is the Arab world. The Middle East (predominately Arab) possesses tremendous petroleum reserves including an estimated one-third of the world's natural gas reserves (Bill & Leiden, 1979). Saudi Arabia is the largest exporter of oil to the United States. It also has billions of dollars of investments in the West. Other Arabian Peninsula countries (Kuwait, Qatar and the United Arab Emirates) are also investing heavily in western economies (Stevens, 1964). Some American oil companies are partners with Arab governments: Aramco, Exxon, Texaco, Chevron and Mobil with Saudi Arabia and Gulf Oil with Kuwait (Turner & Bedore, 1979).

The Arab world is not only invading the United States economically but also academically. In 1980 there were approximately 300,000 international students enrolled in U.S. colleges. Over one-third of these were from OPEC countries. A disproportionate number of these students were enrolled in five states: California, Texas, New York, Illinois and Florida (Edles, 1980).

Community colleges are receiving a substantial share of the international (including Arab) students. Diener (1980) reported that in 1967 Miami-Dade Community College had 2,300 international students (10% of total enrollment); five years later it had 5,000 (15%)--more than the international student populations at either New York University or University of California. In 1974 the National Association of Foreign Student Affairs (NAFSA) reported 50,000 international students in two-year institutions. Jacobsen (1977) claimed that many

international students enter community colleges because of their interest in two-year technical programs and because of the extra care which they receive in community colleges. The bulk of international students in community colleges are concentrated in three states (California, New York and Florida) in only about 100 institutions.

Information gained from this study on the representation of Arabs and the Arab world in community college social science textbooks will be useful to individuals responsible for staff development of social science teachers, for teachers considering new textbooks, for persons preparing texts, and for those examining social science texts currently in use. Furthermore, findings from this study can be used by Florida community college instructors employing the texts surveyed in this research report.

Definitions of Terms

Arab--an Arab is a native speaker of Arabic, a person who identifies with the Arabic cultural tradition, and inhabitant of the Arab world, a citizen of a country in which the predominant language and culture are Arabic (Goldschmidt, 1979).

Arab world--the Arab world is composed of those countries whose predominant language and cultural traditions are Arabic: Bahrain, Egypt, Iraq, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Syria, United Arab Emirates, Yemen Arab Republic (North) and Yemen (South). The geographical area is that of old Arabia--the Arabian Peninsula, the Red Sea region, the Fertile Crescent, the Arabian Sea and the Arabian Gulf region (Goldschmidt, 1979).

Content analysis--content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication (Berelson, 1971).

Favorable term--a favorable term is an evaluative word evoking a positive connotative reaction, reflecting the author's attitudinal position (Pratt, 1972).

Neutral term--a neutral term is an objective denotative word evoking no particular reaction which can be due to ambivalence of meaning and usage (Pratt, 1972).

Stereotype--a stereotype is an image within a category invoked by an individual to justify either love-prejudice or hate-prejudice. A stereotype can be unsupported by facts or generalized using facts. Its function is to rationalize and justify conduct (Allport, 1954).

Unfavorable term--an unfavorable term is an evaluative word evoking a negative connotative reaction, reflecting the author's attitudinal position (Pratt, 1972).

Assumptions

The assumptions of this study were

1. Textbook content can be identified and measured.
2. A content analysis approach (Pratt, Evaluation Coefficient Analysis) is a valid and reliable instrument to find and measure textbook bias.
3. A thematic treatment approach can be employed to examine textbook content.

Procedures

The research procedures were to (a) identify and obtain community college social science courses and textbooks, (b) evaluate the textbooks' terms used to describe Arab and the Arab world in these, and (c) identify thematic stereotypes regarding Arabs and the Arab world in textbook content.

Identification of Social Science Courses and Textbooks

The 28 Florida community college catalogs were examined to identify courses by their catalog description which could include data on the Arab world. Bookstore managers at each of the community colleges were asked to provide the names of authors, titles and publishers of textbooks used in the selected courses. Copies of these textbooks were then obtained.

Textbook Evaluation

The textbooks were evaluated using David Pratt's Evaluation Coefficient Analysis (hereafter referred to as ECO Analysis). Pratt, as stated in How to Find and Measure Textbook Bias (1972), designed ECO Analysis specifically as a "relatively simple instrument which can provide valid and reliable quantitative measurement of value judgements about minority groups in textbooks" (p. 13). ECO Analysis is an identification of positive (+), neutral (o) and negative (-) terms most frequently found in textbook studies and in basic English term word lists. Pratt employed the instrument to differentiate the treatment of French Canadians, English Canadians, Arabs, Blacks and Indians in 69 history texts used in Ontario schools which were published in French and English. He found the books published in French accorded French

Canadians significantly more favorable treatment than treatment in English language texts. Also French Canadians were more favorably treated than Arabs, Blacks and Indians.

Content analysis of textbooks and their treatment of issues and groups dates back to the 1920s. Within the United States some researchers focused on the treatment of minority groups (Blacks, Native American Indians, Mexicans and Irish) (Pratt, 1972). Others focused on issues as public opinion, status, labor, nationalism and war. Although there have been improvements, some obviously unfavorable treatment has been replaced with more subtly negative treatment--making it all the more difficult for researchers to identify even using a variety of techniques.

Some content analysis methods require expert knowledge and specialized training in the topic area. Others are highly subjective, making their reliability suspect. With the more widespread use and availability of computers, new content analysis techniques have been devised. However, these often tend to be complicated, requiring expert knowledge of computer operation. Thus, the subjectivity and complexity of those methods have discouraged many educators from using them.

ECO Analysis was selected for this study because of its "relatively simple but sensitive method of analyzing the attitudes expressed towards any minority or other group in a textbook" (Pratt, 1972, p. 5). One need not be an expert in the content area nor a specialist with computers to describe and analyze textbooks objectively. Other researchers have also selected ECO Analysis as an instrument because of its easy to use yet systematic format.

Jarrar (1976) used Pratt's ECO Analysis to study the image of Arabs in 43 U.S. secondary school social studies textbooks. He found the Arab image more negative than positive, that is more negative terms were used to describe Arabs and the Arab world than positive terms. Garcia (1977) used ECO Analysis as one of the instruments to evaluate the treatment of white and non-white groups in 5 eighth-grade U.S. history texts adopted by the state of California during a 20-year period (1956-1976). He found that treatment of non-white groups generally ranged from balanced to favorable with some inconsistencies in the treatment of Native Americans and Chicanos. White groups were treated favorably. Garcia and Woodrick (1979) used ECO Analysis as one of several instruments to evaluate the treatment of white and non-white women in eight U.S. history textbooks adopted in California public schools between 1956 and 1978. They found few references to women, and when mentioned, women were depicted as passive.

Thematic Analysis

Content analysis methods do not deal with types of content themes, stereotypes, illustrations and their captions. To cover these and, therefore, give more substantiation to the identified images of Arabs in the selected textbooks, a thematic treatment analysis instrument was employed. This analysis followed a method developed by Garcia (1978, 1980). Garcia made two longitudinal studies of U.S. history textbook treatment of Native American Indians, using a set of themes which evoked a strong group image. An adaptation of the instrument as applied to Arabs was used for this research report and is described in detail in Chapter III.

Delimitations

The delimitations of this study were as follows:

1. The evaluative instruments, although the best developed to date, may not provide evidence to demonstrate all of the favorable or unfavorable Arab images.
2. The textbooks used in Florida community college social science courses may not be truly representative of United States community college social science textbooks; thus the study cannot be generalized.
3. Some textbooks are more than five years old; thus some content information is outdated.

Research Questions

Due to the descriptive nature of this study, the areas to be examined may be stated in research question form as follows:

1. To what degree do the analyzed content terms represent a favorable or unfavorable image of Arabs and the Arab world in the selected textbooks?
2. Are the themes depicting Arabs and the Arab world in the linguistic and visual materials of the selected textbooks stereotyped or non-stereotyped?
3. What is the trend in the treatment of Arabs and the Arab world in the selected textbooks published between 1976 and 1981?

Organization of the Research Report

Chapter II is a review of related literature on textbook content evaluation, global education and stereotyping. Chapter III contains a description of the research procedures used, ECO Analysis and thematic content analysis. Chapter IV reports the findings of the

study and presents an analysis of these findings. Chapter V contains the conclusions, responses to the research questions, implications and recommendations for additional research.

CHAPTER II REVIEW OF THE LITERATURE

The review of the literature includes three areas: global education, stereotyping, and textbook content evaluation. The literature in global education reviewed will pertain to (a) educational institutions' responsibility for global studies, and (b) teacher preparation programs. Stereotyping will be discussed as (a) the significance of biased images, and (b) popular stereotypes in the United States. Finally, textbook content evaluation material will be subdivided into (a) background of content analysis, (b) textbook treatment of topics, (c) textbook treatment of minorities, and (d) textbook treatment of foreigners.

Global Education

The Council on Learning in 1980 sponsored a study, Education and the World View, involving 3,000 undergraduates from 185 institutions. Results revealed that the majority of American college seniors had limited understanding of other countries and global relationships, serious misconceptions about United States dependence and interaction with other nations, and limited knowledge and experience with foreign languages and cultures (Barrows, Clark, & Klein, 1980). The same Council on Learning study was also conducted with college freshmen and community college students in 1981. The results showed their knowledge

of international issues was less than that of the previously mentioned seniors. The Council recommended that colleges and universities integrate more international, non-western content into their general curricula, stress foreign language instruction, and commit themselves to global perspectives as part of the students' college experiences (Barrows, Klein, & Clark, 1981).

Institutions' Responsibility for Global Education

In the face of increasing United States dependence and interaction with the global community, there has been a consistent decline in international interest by United States education and government. Between 1964 and 1974 the federal government reduced funding and cut programs concerning international awareness and development (Bonham, 1980). Bray (1980) reported the decline of educational interest in international issues by noting that between 1968 and 1977 college and university foreign language study enrollments dropped 21%, less than 8% of U.S. colleges have a foreign language requirement, less than 2% of high school graduates had foreign language competence, less than 5% of undergraduates had a foreign cultures course, and only about 1% of college and university faculty went abroad each year. These statements are discouraging for global education advocates. Many U.S. citizens are ignorant of world interdependence. American schools and colleges have a responsibility for educating students in global studies, preparing world citizens. Students need more diverse, less parochial perspectives, internationalized career-oriented training and experiences, and internationalized curricular dimensions (Klitgaard, 1981; Reischauer, 1973).

Becker (1969) conducted a study for the Foreign Policy Association to examine objectives, needs and priorities of the world affairs education in United States elementary and secondary schools. American educators and social scientists were asked to define international education, then to identify major objectives, needs and existing resources for curriculum. The results were: (a) progress in curriculum development is uneven because of too much emphasis on the past with not enough on alternate futures and comparative studies of international cultures, (b) research of pre-adult orientations to the world, cognitive and affective capacities, and alternative teaching approaches to international education is needed, and (c) college and university teacher education and support programs are not emphasizing global approaches to social studies curriculum, cross-cultural experiences, globalization of undergraduate and graduate instruction.

Teacher Preparation Programs

Harold Taylor's 1968 study, The World and the American Teacher, focused on teacher preparation in the field of world affairs. His general findings were not encouraging. Teacher education programs were rigid and culture-bound. College curricula and instructional methods were essentially extensions of high school models. Taylor stated

Not more than an estimated 3 to 5 percent of all teachers have had in the course of their preparation to become teachers in the social sciences or any other area of the curriculum any formal study other than their own in the West, or have studied in a field which could properly be described as world affairs. . . . teachers' intellectual, cultural and social ranges are limited by their education because future teachers are not asked or expected to study international issues or develop an international perspective. (pp. 26-27)

Further, Taylor added

College students planning to be teachers are unlikely to bring international interests with them from previous school experiences. Faculty are circumscribed by a western-oriented curriculum and state requirements for teacher certification. There are no external sources to urge the creation of international education policies or programs. (pp. 87-88)

Inservice education, if properly directed, could help offset pre-service omissions. Thornton (1977) conducted a study based on the assumption that inservice programs for teachers do increase the level of their students' understanding. Economics teachers and their students were tested to see if seminars on the presentation of curriculum materials would have positive effects on teacher-student interaction. Thornton concluded that when teachers participated in inservice programs, their students profited by increased understanding of content material. Student performance increased because of the awareness effect which passes from teacher to student. Thus, if teachers become more conscious of global issues--not limited to specific content data--and interdependence, their students will also be more aware and receptive.

The Worldmindedness Scale (Smith, 1955) was designed to determine the relationship between pre- and postattitudes in connection with intercultural contacts or experiences and the relationship between different personality types and worldmindedness. Smith measured eight attitude dimensions: religion, immigration, government, economics, patriotism, race, war and education. He found that worldmindedness was little affected by unstructured experiences, but at extremes of the scale, people would have their pre-existing ideas reinforced. Sampson and Smith (1957) pointed out that worldmindedness is a value

orientation or frame of reference which is not the same as knowledge of or interest in global relations. People can favor a world view of dealing with humanity's problems yet lack actual knowledge of situations. Erb (1977) used Smith's scale because of the non-specific, generic nature of its item construction in developing a scale to measure pre-and inservice teacher attitudes toward international content in the curriculum, the Florida International Curriculum Assessment Scales (FICAS). Erb confined his study to African content rather than international content but claimed it could be used with other international area studies.

Bingham (1979) developed the Acceptance of Global Education Scale (AGES) to measure the attitudes of secondary school social studies teachers toward goal statements for the social studies curriculum reflecting global perspectives. Twenty goal statements are identified, 10 from world order ideals and 10 from traditional social studies objectives. Participants rate statements on a six-point Likert scale from "most approved" to "most disapproved." Thus, by participants' ratings, their attitudes toward global and non-global objectives of education can be measured. Silvernail (1979) designed and tested the Future World Perspective Values Scale. Six hundred seventy-two pre-and inservice teachers and 103 high school social studies students responded to a 28-item test, using a Likert-scale, six choice construct, ranging from "strongly agree" to "strongly disagree." Four global dimensions were measured: economic growth, adaptive technology and development, international justice and world economic justice. The researcher found that students were less globally oriented than their teachers in their values. Sefein (1979) conducted an experiment with

16 Middle East content teachers. The volunteers underwent an intensive eight-week cultural and educational immersion (including a six-week stay in Egypt). The project was evaluated by 16 written content components, a survey questionnaire, a pre- and posttest knowledge achievement test, and a pre- and postattitude survey--the Semantic Differential Scale measuring 30 concepts by nine bipolar objectives. Results showed that the group of participants were more favorable toward Egypt, Arabs, and Islam than a control group of nonparticipants.

Stereotyping

Allport (1954) provided a widely accepted definition of stereotype in his book, The Nature of Prejudice: "Whether favorable or unfavorable, a stereotype is an exaggerated belief associated with a category. Its function is to justify our conduct in relation to that category" (p. 187). Stereotypes are generalizations concerning groups or members of groups based on stories or evidence which is insufficient to justify generalizations. But once developed the stereotypes shape our expectations, perceptions and experiences with others (Lambert & Klineberg, 1967).

Biased Images

Stereotyping begins in childhood. Awareness of racial differences is not found in very small children but usually emerges between the ages of 2 and 4. By the early school years racial attitudes are fully formed (Water, 1973). Young children are more likely to possess extremely positive or negative stereotypes, but as they grow older their stereotypes become more specific--more in accord with those of adults (Allport, 1954; Lambert & Klineberg, 1967). Buchanan and

Cantril (1953) surveyed nine countries to determine how citizens of one country react to foreigners and to examine the causes. A cross tabulation of results revealed that people's stereotypes of their own countrymen are flattering and positive. Negative stereotypes can be correlated with the friendliness or unfriendliness between nations. Also, western views toward certain peoples and countries are standardized. Lambert and Klineberg (1967) as part of a cross national study examined American children and images they formed of foreigners: 6-year-olds were most influenced by television and parents; 10-year-olds by television, movies, school courses, textbooks; and 14-year-olds by school courses, textbooks and mass media. Their cross national study of 10 countries found that stereotypes of foreigners are negative, as in "different, strange and unfriendly" (p. 225).

Popular United States Stereotypes

Some studies of American students from elementary to college level have identified some commonly held stereotypes. One can generalize that American adults would hold roughly the same images. Eicher and Wood (1977) sought to determine the perceptions of elementary school (grades 1-6) children toward three countries. Using an open-ended questionnaire the participants freely associated with four terms--the world, China, India and Nigeria. The responses revealed predominately negative images in every grade level. Responses to the people and countries were like this: "bad, funny looking, starving, poor, disease, hot, jungles, wild animals" (pp. 87-89). Piersma, Wood and Hartke (1980) studied the effects of instructional approaches on the attitudes and stereotypes of Africa on American school children. Four

groups were pretested with an attitude scale and stereotype measure. All groups had distorted views of Africa: "backward, primitive, hot jungles, deserts, cannibals, savages, witch doctors, and drums" (p. 185). Three experimental groups received lessons with different instructional approaches while the one control group had no treatment. The posttests revealed the approaches had some positive effect (though no one was more significant than the others) on student attitudes. Thus, stereotypes can be changed through specific effort.

Stember (1961) studied the effects of formal education and other variables on people's attitudes toward Jews and Blacks. The groups ranged from those who had only completed grammar school to those who had completed college. He claimed that education did not necessarily reduce negative stereotypes held of Jews but did improve attitudes toward Blacks. In finding no clear-cut relationship between educational level and prejudice, the Stember study conflicted with other research studies which found an inverse relationship. He surmised that early training was more influential than higher educational experiences. Stember believed: "Formal learning in itself is unlikely to change deep-rooted prejudices" (p. 180).

Two studies conducted at Princeton traced changes in stereotypes. The first study (Katz & Braly, 1933) examined the attitudes of 100 undergraduates toward nine ethnic groups. They found a high degree of agreement on images of Blacks, Jews and Germans--respectively, superstitious, mercenary and scientifically minded. Also, the study found that racial and national stereotypes were largely influenced by public attitudes current in United States culture. The second study (Gilbert, 1951) replicated the 1933 study using 333 students and 10 ethnic

groups. Gilbert found that stereotypes were not as uniformly accepted, and the students were more willing to criticize and describe fellow citizens in less flattering terms. Images of Blacks and Jews still persisted but to a lesser degree. The researcher attributed the differences in the 1950 Princeton students' attitudes to the college having a wider variety of students (no longer predominately upper middle class), entertainment and media images having changed, and minority group activity having become more verbal and noticed.

Isaacs (1958) focused on images of China and India in a survey. His purpose was to identify the stereotypes and their origins. He interviewed 181 leaders from academia, mass media, government, ex-government, business, public opinion, education, and church/missionary groups. He selected participants on their contacts with Asia (close, general and none). He found some commonly held Chinese stereotypes deriving from childhood: "yellow peril, Confucious, Fu Manchu and Charlie Chan" (p. 238). Indian stereotypes were: "sacred cows, Jungle Book, maharajahs, fakirs, Gunga Din and Gandhi" (pp. 240-41).

Another stereotype currently receiving increased attention is that of Arabs. El-Din (1971) examined Arab issues and questions as treated in western newspapers. He determined that the treatment was most often anti-Arab and claimed the third world countries were treated negatively because they rejected western ideological values. Newspaper content concerning Arabs projected an image of trouble, famine, civil war, and terrorism. Television is also an agent conveying stereotypes. Shaheen (1979) studied television shows and advertisements and found that the Oriental villain of motion pictures has been replaced by the Arab

villain of television. Three stereotyped characters were most prominent: the oil-rich, irresponsible playboy sheik, the political terrorist, and the veiled harem chattel. Dehumanizing portrayals work against the development of peaceful coexistence by presenting a distorted view of Arabs as backward nomads living in desert tents surrounded by belly dancers, oil wells and camels. Most United States citizens, therefore, find it difficult to form any realistic images of Arabs and the Arab world. Otero (1978) and Peretz (1978) pointed out that United States students' perceptions of Arabs are distorted. Educational materials are partially responsible for causing and perpetuating the false notions; therefore, they should likewise be responsible for correcting them. However, many of the texts and materials now in use present information which increases the likelihood of students forming or reinforcing stereotyped images.

Textbook Content Evaluation

Books rely on print to convey the words, but underneath the surface are deep structures communicating attitudes. Reading words is only part of the communicative process; comprehending meaning is also vital. Textbooks, due to their socializing impact, must be scrutinized for deep meaning underneath surface wording. Linguists have analyzed communication and defined it as the exchange of thoughts and messages by speech, signals or writing. They explain it as a system for sending and receiving messages. In 1948, Lasswell (cited in Blake & Haroldsen, 1975) described communication as a model

Who
Says What
In Which Channel
To Whom
With What Effect?

Communication became the object of scientific modes of thought and observation; language scientists studied the subjectivity and devices of communication.

Stone (1966) said that what people say or write is a basic source of evidence about individual and social processes. Researchers can learn about the personality and preoccupation of writers as well as the sociocultural processes with which they are associated. Berelson (1971) stated that analysis occurs when someone reads a communication, summarizes and interprets it. Thus, content analysis is "a research technique for the objective, systematic and quantitative description of the manifest content of communication" (p. 18). Objectivity insures that categories are precisely defined so different analysts could apply them with the same results. Systematization insures all relevant content is analyzed in all categories. Quantification insures that results can be expressed numerically: frequency distribution, contingency tables, correlation coefficients, ratios and percentages. Manifestness insures that the content is being analyzed for what it says (Berelson, 1971; Blake & Haroldsen, 1975).

Content Analysis Background

Content analysis can be counting frequencies or detecting subtleties of intensity and distribution or quantitative versus qualitative analysis (Stone, 1966). Holsti (1969) stated that quantitative

analysis seems more scientific because of the precise counting but that also makes it restrictive. Berelson (1971) said that qualitative analysis deals with content as a reflection of deeper phenomena rather than stopping with the content itself. However, many researchers have preferred a combination of quantitative and qualitative measures in analyzing content to insure the validity of their studies. Berelson claimed that content is produced by agents influenced by their intended audiences, special interest groups, cultural patterns and social (perhaps biased) values. By examining communications one can make inferences about the producers of the messages and their orientations. Below are some content analysis studies.

Newspapers. In the late 1800s New York dailies were examined to identify how much sensationalism, scandal and gossip appeared in contrast to literature, religion and politics by measuring column space. The study reported that editors sacrificed quality for quantity to sell newspapers (Holsti, 1969; Stone, 1966). Willey in 1926 studied 35 Connecticut weekly country newspapers to determine space devoted to local news, indicating how much the papers served as a socializing agency. He found only five of the newspapers satisfied a minimum standard of devoting 75% of space to local issues, calling this a deficiency in their function. Guttinger in 1939 compared the content of Swiss and English newspapers on the amount of space given to home versus foreign news. He found that in English newspapers home news received more space than in Swiss papers which gave more attention to foreign news reflecting Switzerland's political priorities (Berelson, 1971).

Propaganda. Political propaganda, published or broadcast, has been studied for its contained messages. In the 1920s researchers examined propaganda techniques used by Germany in World War I. In the 1930s Lasswell conducted studies on propaganda and its influence on public opinion. During World War II Axis propaganda was analyzed for key words, political language and symbols. In 1959 George conducted retrospective studies on Nazi propaganda (Berelson, 1971; Blake & Haroldsen, 1975; Holsti, 1969; Stone, 1966).

Other media. Magazines, popular fiction, novels, radio and television have been studied for treatment of character traits, status of occupations, favorable and unfavorable depiction of labor, ethnic backgrounds and heritages (Berelson, 1971; Holsti, 1969).

Textbook Content Analysis

Textbooks have also been analyzed for their content and treatment of selected topics, American minorities and foreigners. In 1949 the Committee on the Study of Teaching Materials in Intergroup Relations released a report stating that education had the responsibility for improving relations between cultural groups because it was a social and public force. In particular the teacher, curriculum maker and textbook writer would be developing in students attitudes and sensitivity while eliminating prejudicial materials and experiences. The report examined social science textbooks used in grades 4 through 14 in the U.S. using such criteria as emotional expressions, omissions, general tone and scope. The findings are summarized here: (a) textbooks were generally free of intentional bias, but there were antagonistic value judgments expressed, (b) stereotyping of immigrants,

Jews, Blacks, Hispanics and Asiatics occurred in the form of omission, oversimplification, and generalization, and (c) there was no direct study of prejudice and its techniques, segregation, scapegoating and victimization.

Textbook Treatment of Topics

Textbooks are social products as well as socializers. Studies indicate that textbooks tend to perpetuate misconceptions and national stereotypes because of their ethnocentric biases shaped by parents, special interest groups, and cultural values (Anyon, 1976; Massialas, 1972). Some studies done to examine external pressures on textbooks are briefly identified here: Pierce (1926), public opinion in history textbooks; American Federation of Labor (1923), labor issues in high school texts; Martin (1936), nationalism in student readers; Walworth (1938), war's treatment in history textbooks; Green and Hurwitz (1980), McCarthy and Watergate eras compared in political science textbooks. In general these studies demonstrate that texts reflect social, economic and political trends at their time of publication.

Textbook Treatment of Minorities

The textbook treatment of minorities in the U.S. has also been chronicled. Allport (1954) said that minority group images in textbooks are generally negative, not particularly because of malicious intent but because of culture-bound traditions. Awareness of the problem has resulted in the formation of guidelines on how to select bias-free or the least biased textbooks (Garcia & Armstrong, 1979; Illinois State Board of Education, 1974; Jevitz & Meints, 1979; Warming & Baber, 1980).

Garcia (1977) conducted a 25 year longitudinal study of United States history textbooks in grades 5 through 8 from California public schools. His purpose was to identify the changes in the depiction of white and non-white ethnic groups, Blacks, Chicanos, Native American Indians, European explorers and European immigrants. He found that over the years non-whites received improved treatment; however, they remained subordinate to whites in roles played in U.S. history. Marcus (1961) studied 48 of the most widely used social studies texts in secondary schools. Specifically he examined the treatment of Jews, minorities under Nazism, Blacks and immigrants using evaluative criteria. His findings ranged from accurate to prejudicial to omitted treatment. Marcus claimed immigrants fared best; Blacks were ignored; Jews and minorities under Nazism (primarily Jewish) received superficial or glossed-over treatment.

Concerning the treatment of the black minority, Banks (1969, 1972, 1977) stated that educators are responsible for the omission and distortion of the image of Blacks in textbooks which focus on Anglo-American culture. He examined 36 American history texts used in grades 4 through 8 published between 1964 and 1968, looking for themes used to discuss Blacks and race relations. He found an increased emphasis and treatment of racial violence, conflict as well as examples of discrimination, peaceful resistance and achievements. Jones (1980) studied the changing image of Blacks in 25 of the most used American government texts between 1970 and 1978. He evaluated each, used content analysis techniques and identified the stereotypes. The conclusion was that many American government textbooks do not portray the

black community realistically and would not until textbooks were altered.

Native American Indians have also been examined in textbooks. Costo and Henry (1970) checked over 300 textbooks used in grades 1 through 12. Most were derogatory in dealing with Indian issues based on misinformation, distortions and omissions of important historical data. The researchers developed a set of criteria for the approval or disapproval of textbooks. They used a panel of Indian and non-Indian scholars and teachers to identify the criteria. A Canadian content analysis study on the treatment of Manitoba Indians examined elementary school social studies texts. Criteria used were omission, defamation, disparagement, implication, ambiguity and obliteration. The general findings were that Canadian Indians received poor treatment and more subtle prejudice in later published books (Kirkness, 1977).

Sexism is another area of textbook scrutiny. Boneparth (1980) looked at sex stereotyping of both men and women in 20 American government textbooks used at the college level. Much information about women in political history was omitted, and they were often stereotyped as passive or apathetic about political issues. Patton (1980) looked at the differential treatment of men and women in textbooks using four criteria: language, occupational models, illustrations, and roles. Particularly the researcher was looking for ratios, equal representations of men and women in printed and pictorial form. Sadker, Sadker and Hicks (1980) reported on the results of a study examining teacher education textbooks in which sexism examples were found. The texts from seven content areas were measured quantitatively and qualitatively for sex equity. Findings of the study reported only about

1% of books discuss the issue of sexism and none with strategies to combat it.

Textbook Treatment of Foreigners

Having dealt with bias against U.S. minorities, let us examine how foreigners fare. As early as 1944 the Committee on the Study of Teaching Materials on Inter-American Subjects reported that the Spanish and Portuguese received biased treatment in United States and general history texts. The Committee's criteria were quantitative and qualitative in nature. Though the errors did not seem intentional, there were enough to perpetuate racial prejudices and assumptions. Textbooks placed too much emphasis on past glories of Latin American civilizations, on political and military upheavals and on contrast between Latin and North Americans. Gill and Conroy (1968) as part of a Latin American curriculum project studied nine elementary school textbooks for their treatment of Latin America. The textbooks emphasized problems and differences, oversimplifying complex issues. Little pertained to cultural contributions of Latin America. The researchers stated that until texts are changed, teachers must use supplementary resource materials.

Treatment of Asians in textbooks was reported in two surveys. Isaacs (1958) reported on a public school survey of 1944 on the treatment of Asia in United States textbooks. Findings reported that only 3% to 5% of space was given to discussing Asia. Much of that was stereotyped by pigtails, bound feet, Marco Polo, Genghis Khan and Mongolian hordes. Wirtenberg (1980) claimed that Asians are portrayed as foreigners who all look alike. Becker (1980) while examining U.S.

texts claimed that the treatment of Japanese content for the World War II time period was inadequate. Too often the texts characterized the Japanese as adaptive and energetic. The Asia Society (1976) conducted a survey of how Asia was depicted in 306 social studies textbooks. The books were read by 100 Asian and U.S. experts using three evaluative criteria: accuracy of the author's knowledge, date written and underlying assumptions about other cultures. The findings were that Asia was described as backward measured by western standards and values, traditions in religion and institutions were obstacles to progress, and disaster and misery were emphasized.

Hall (1978) studied Africa, focusing on African studies courses and their texts as the pre-college level in six states. The researcher claimed that texts are permeated by stereotypes, distortions and patronization. Teachers with little background and training rely on the texts and are apt to concentrate on the exotic and atypical. Hall recommended that pressure be applied to textbook publishers to improve the quality of materials, and pre- and inservice training should incorporate global dimensions.

Finally, the last group as represented in textbooks is Arabs. Berger (1962) in The Arab World Today pointed out that the Arab world is important to the West for its petroleum and cultural contributions. However, he found an appalling lack of knowledge and sympathy expressed for Arabs in western society. Goldschmidt (1979), author of A Concise History of the Middle East, stated in the introduction his reasons for writing the textbook

I know I would not have spent so much time and energy on this text if existing texts had met my needs in teaching undergraduates who have never before studied about the Middle East. I was tired of

choosing among texts that reflect the best scholarship of the 1920s, ponderous tomes addressed to fellow scholars, partisan diatribes that reinforce political and ethnic biases whether Arab or Jewish. . . . if we can't hide biases, let students see more than one side. (p. xv)

The first identified study on the treatment of Arabs is Adawia Alami's "Misconceptions in the Treatment of the Arab World in Selected American Textbooks for Children" (cited in Jarrar, 1976). Questionnaires completed by 166 Ohio school teachers from two school systems revealed that textbooks were their major resource for teaching about Arabs. Alami studied the texts in use and found misconceptions due to outdated, inaccurate, misleading, incomplete or omitted statement about Arabs (Jarrar, 1976).

Al-Qazzaz (1975) examined the images of Arabs in California public school textbooks. He found distortion in the treatment of Arab nomads, Islam, Arab women, the Arab-Israeli conflict. The study recommended that texts needed revising since they serve as primary sources of information for students and teachers. Also in 1975, the Middle Eastern Studies Association conducted an informal survey of secondary school texts and concluded that (a) the Middle East image is oversimplified and distorted as represented in textbooks which discuss its cultures, history and politics, (b) emphasis is placed on backward aspects of Middle Eastern life--camels, nomads and oases, (c) Arabs are stereotyped as character types--oppressed masses, Bedouins or millionaires, (d) textbook authors have few specific Middle East credentials often using outdated material, and (e) most teachers have not been prepared to teach about the Middle East and rely heavily on textbooks for data, being unaware of biases and inaccuracies (Griswold, 1975).

Ziadeh and Allen (1976) in another study sponsored by the Middle East Studies Association examined primary and secondary school geography, history and politics books evaluating the treatment of Egyptians and Egypt. They concluded that the overall impression presented in the texts was negative because of the focus on the poverty and past glories of Egypt.

Jarrar (1976) reviewed the image of Arabs projected in secondary school texts, grades 7 through 12, for four social science subjects: social studies, world history, geography and American democracy. His evaluation instruments were Pratt's Evaluation Coefficient Analysis and modified criteria from Kane's 1971 study. The researcher found that the Arab image was more negative than positive. Textbooks focused on deserts, oil, nomads and terrorists. Coverage was cursory and outdated, filled with half-truths.

Suleiman (1977) prepared a study of the number and quality of Middle Eastern studies being taught in high schools and teachers' attitudes toward Middle Eastern studies. He sent questionnaires to 772 high school world history teachers from six states, gathering information on textbook images and teachers' backgrounds. Forty-five percent were dissatisfied with textbooks because of outdated, simplistic, biased material. Many of the teachers were able to sense misrepresentations in texts but could not pinpoint them because of lack of background and knowledge.

Finally, the National Association of Arab Americans conducted a study of 18 textbooks used in selected metropolitan Washington D.C. area junior and senior high schools. The study analyzed nine Arab subject areas by measuring degrees of bias, accuracy, balance and

stereotypes. The purpose of the study was to rate books for use as highly recommended, recommended if revised or supplemented or not recommended. The researchers concluded that of the 18 books, 15% fell into the first category, 35% into the second, and 50% into the last (Hishmeh & Jacobs, 1980).

Summary

In this review of literature, an analysis of the results suggests that

1. Only a few systematic studies concerning the treatment of Arabs in social science textbooks in the United States at any educational level have been completed.
2. There has been no study of the treatment of Arabs in community college social science textbooks.
3. The findings of the few systematic studies conducted showed that social science textbooks contained inaccuracies, negative stereotypes, oversimplifications and omissions of complex issues in their treatment of Arabs.
4. All of the studies reviewed recommended further investigation be done on the treatment of various cultures, particularly of the Arab, in social science textbooks used in the United States at each educational level.
5. Because of the increasing importance of Arabs and the Middle East, social science studies research needs to be done.
6. Because of community college involvement with native Arab students, the need for this study of the content of community college textbooks is observed.

This study will be based on the results of the above literature review and analysis.

CHAPTER III PROCEDURES

This study was an analysis of the Arab world content of 24 social science textbooks used in Florida community colleges. Textbooks were selected from courses in the social science area: anthropology, geography, history, political science and religion.

Identification of Community College Courses and Textbooks

In preparing for this study the researcher examined catalogs from 28 Florida community colleges to identify those social science courses by their catalog description which could include data on the Arab world. The social science area was selected because of its inter-cultural focus in the community college courses. Bookstore managers at each of the community colleges were then contacted by mail. They were requested to supply information on the author, title and publisher of textbooks used in specific courses which were identified by catalog number and title from anthropology, geography, history, political science and religion courses offered at the community colleges. Responses from 24 bookstores were received by mail. The remaining four bookstores were contacted by telephone and the information acquired.

A total of 71 social science textbooks were identified from the bookstore responses. These were all obtained through the interlibrary loan services of a local community college. The 71 textbooks were

examined by the researcher. Because of the five-year publication date delimitation criterion, 38 books were ineligible and thus excluded from the study owing to publication dates of or before 1975. Of the remaining 33 textbooks, published in or after 1976, an additional nine were excluded because they contained no or fewer than 10 references to Arabs or the Arab world. Pratt (1972) stated

To ensure a necessary degree of reliability, the Coefficient must be based on a minimum of ten evaluative terms. It would clearly be unwise to judge a textbook on the basis of its expression of much less than this number of value judgements. In technical terms, a minimum sample size of ten guarantees that the Coefficient of Evaluation will be subject to a maximum standard error of one-third of a standard deviation. (p. 23)

The final 24 textbooks came from five subject areas: anthropology--4, geography--5, history--2, political science--7, and religion--6. A list of these textbooks is included in Appendix A. These textbooks were analyzed using the Content Analysis method and the Thematic Analysis method.

Design and Procedure of the Content Analysis Method

A content analysis method was used in this study to evaluate the image of Arabs and the Arab world in the selected social science textbooks. The method chosen was Evaluation Coefficient Analysis or ECO Analysis, developed specifically within the context of analyzing the treatment of ethnic and racial minorities in school textbooks (Pratt, 1972).

The unit of analysis used with this method is the evaluative term. Terms are words "which express favorable or unfavorable value judgments . . . most commonly adjectives, but may also be adverbs, nouns or verbs" (Pratt, 1972, p. 18). To be consistent, terms are recorded on

score sheets as simple adjectives, nouns and participles. For example, weakest becomes weak; carelessly becomes careless; stole becomes stealing (Pratt, 1972). Pratt illustrated the ECO Analysis terms with the following example

The writer of a history textbook, for example, may feel a responsibility accurately to record the fact that all the Americans fighting at the Alamo were killed by the Mexicans, but he has no obligation (although he may have a right) to say that the Mexicans slaughtered, massacred or murdered the Americans; these latter terms incorporate a value judgement with the factual statement. (p. 14)

A writer uses the evaluative terms to describe a group. In checking the content, an analyst identifies the value of each evaluative term, employs the formula in which F = favorable term and U = unfavorable term ($\frac{100F}{F+U}$), and arrives at a score or coefficient. With the coefficient, 0.0 is totally unfavorable; 50.0 is neutral or ambivalent; and 100.0 is totally favorable. Thus, the writer's attitude can be located on a favorable-unfavorable continuum. The assumption is that "attitudes are communicated in textbooks to a large extent through the value judgements which are expressed" (Pratt, 1972, p. 13).

ECO Analysis also provides a word list for establishing the favorableness or unfavorableness of terms. For example, using the previous illustration and according to the list, killed is a neutral term (0) while slaughtered, massacred and murdered are unfavorable terms (-). A copy of the ECO Word List is included in Appendix B. If a term is not found on the list, the analyst can use values for synonyms and use his own judgment.

Below is an example of a possible textbook paragraph. Figure 1 shows the word scoring and formula computation method on a sample ECO Analysis score sheet.

Nigeria's first federal prime minister was Sir Abu-bakar Kalewa, a tall, dignified Moslem. He soon proved honest, able, and hard-working. As prime minister, he has shown a great warmth and admiration for Britain. Nigeria early showed promise of becoming one of the most stable, independent nations in Africa. Yet the problems it faces are immense. Corruption flourishes in the new government, though Kalewa, a devout Moslem, is known for his honesty. (Pratt, 1972, p. 23)

In this passage there are 10 favorable terms and 2 unfavorable terms. Applying the ECO Analysis formula, $(\frac{100 \times 10}{12})$, yields the coefficient, 83.3.

To determine whether or not a term is evaluative or merely descriptive, the analyst applies a congruency test. He asks if the term in question would be more appropriately applied to "saints" and "heroes" or to "sinners" and "villains." For example, cooperative would be applied to a saint or hero rather than to a sinner or villain. Thus, cooperative is an evaluative term. On the other hand, tall could apply to any of the four, thus it is a descriptive term (Pratt, 1972). This test can also be used to assign values to terms not on the ECO Word List.

For this study two analysts performed the evaluation: the researcher and another person trained by the researcher. The second analyst was a public school psychologist with a doctorate in curriculum and instruction. Pratt recommended training should last for approximately four hours, "during which time the analysts familiarize themselves with the procedures, practice scoring sample materials, . . . , and resolve inconsistencies by discussion" (1972, p. 17). Pratt stated

Source _____ Text 17 _____ Subject _____ Blacks _____ Score 83.3

	page	term	direction		page	term	direction
1.	325	dignified	+	26.			
2.	325	honest	+	27.			
3.	325	able	+	28.			
4.	325	hardworking	+	29.			
5.	325	warm	+	30.			
6.	325	promising	+	31.			
7.	325	stable	+	32.			
8.	325	independent	+	33.			
9.	325	problems	-	34.			
10.	325	corruption	-	35.			
11.	325	devout	+	36.			
12.	325	honesty	+	37.			

$$\Sigma + = 10 \qquad \Sigma - = 2 \qquad \frac{10 \times 100}{10 + 2} = \frac{1000}{12} = \underline{83.3}$$

Note. From How to Find and Measure Bias in Textbooks by D. Pratt (Englewood Cliffs, NJ: Educational Technology Publications, 1972), p. 24. Reprinted with permission of the publisher.

Figure 1. Example of scoring

that "inter-rater reliability is of primary importance in this kind of analysis" (1972, p. 28). He conducted reliability tests with four analysts having been trained with ECO Analysis procedures. He found the "correlation (Pearson r) between the coefficients determined by the analysts . . . with a mean inter-rater reliability of .947" (1972, p. 28).

The two analysts examined the selected textbooks, listing then scoring all the evaluative terms used to identify Arabs and the Arab world. In the scoring of the study, when there was a rating difference and if the term was not on the ECO Word List, the two analysts together reviewed the word in its context, applied the congruency test, and settled the difference to their mutual agreement. Of approximately 1,400 terms the analysts disagreed on only 27 term ratings. Following the above resolution procedure, the 27 differences were settled as follows: five terms originally rated as neutral (0) by one of the analysts were finally rated as unfavorable (-); four terms originally rated as neutral (0) were finally rated as favorable (+); two terms originally rated as favorable (+) were finally rated as unfavorable (-); 16 terms originally rated as unfavorable (-) were finally rated as neutral (0).

Design and Procedure of the Thematic Analysis

Garcia and Armstrong (1979) proposed the use of more than one method of scrutinizing textbooks:

Interest in textbook evaluation of this type has generated a need for assessment procedures that can be used by large numbers of individuals after relatively short training periods and that yield patterns with respect to a single text that remain relatively constant regardless of who is doing the evaluating. Some presently available techniques have been fairly successful in meeting these

twin criteria. Some have been relatively strong in one area, but weak in the other. At this point, it is fair to say that no single instrument has established itself as definitive. In the absence of a clearly superior procedure, committees charged with making comparative judgements about textbooks authors' treatment of certain groups properly must rely on a cluster of assessment techniques. (p. 32)

ECO Analysis does not provide a method to examine some components of the selected textbooks, such as themes, stereotypes and characterizations. To evaluate these components a thematic analysis instrument was used. The instrument was a modified version of one developed by Garcia (1980). He followed four procedures which he found to be the most effective in "avoiding the pitfalls found in current evaluation instruments and minimizing inter-rater variability" (1980, p. 149). These procedures are illustrated by assuming an analysis of a textbook describing Native Americans.

1. Information describing Native Americans is gathered by turning to the index of the text, noting the pages listed under the heading Native American (Indian), reviewing these pages and identifying the general theme of the content.

2. The text is skimmed, and non-indexed pages describing Native Americans are noted and classified for theme treatment.

3. Once the data are identified, they are assigned to one of the following eight categories: (a) Noble Savage, (b) White Man's Helper, (c) Indian Maiden, (d) Red Varmint, (e) Chief, (f) Indian Warrior, (g) Protestor, (h) Other.

4. The quantity of coverage allotted to each theme is identified according to the amount of space: (a) minimal--five sentences; (b) nominal--one-half page; (c) maximal--one page.

This instrument was modified to identify Arab themes (substituted for Native American) in the selected community college textbooks. The modified version employed the following categories rather than specific character types:

1. Desert--Bedouins, nomads, camels, caravans, herders
2. Islam--Muhammed, Muslims, Qur'an, religious beliefs, religious taboos
3. Oil--OPEC, sheiks, wealth, luxury, aristocracy
4. Aggression--wars, feuds, slavery, assassinations, revenge, warriors, militants, terrorists, Arab-Israeli conflict
5. Women--status, role marriage, polygamy, patriarchy
6. Other--culture, art, literature, language, building, industry, agriculture, science, mathematics

These categories of Arabs and the Arab world were identified through background reading. The first five categories represent the stereotyped images of Arabs and the Arab world. The sixth category accounts for non-stereotyped references which depart from the expected.

Al-Qazzaz (1975) in studying images of Arabs in California public school social science textbooks examined pictures, maps, adjectives and statements for the accuracy of information and omission of qualifying statements to ascertain if Arabs had been given a positive or negative image. He found three topics overemphasized, thus causing a distorted, negative image of Arabs: (a) nomadic elements (camels, deserts, Bedouins), (b) Islam (non-contributory to world civilization, warlike), and (c) Arab-Israeli conflict (minimal Arab point of view, pro-Israeli point of view, omission of negative Israeli information).

Griswold (1975) claimed too much textbook space was devoted to non-essential aspects of Middle East life: deserts, camels and oases. People were too often portrayed as either backward, warlike Bedouins or oil-rich, millionaire playboys. Ziadeh and Allen (1976) and Suleiman (1977) found too much emphasis on ancient times in Egypt and the Middle East, thus neglecting contemporary issues. Otero (1978) found the stereotype of an Arab as a "strangely dressed man riding a camel to his many wives living in tents on the desert" (p. 8). Nomadic elements were also overemphasized despite the decline of the Bedouin population to less than 6% of the total population and the diminishing importance of the camel, yielding to the truck. Peretz (1978) stated

The prevailing western image of the Middle East as a vast desert inhabited by nomadic tribesmen on camels and Arabian steeds driving flocks of goats and sheep from oasis to oasis is false. Ninety percent of the area is arid, uncultivated because of the climate, but there are fertile areas as in Yemen. Not all Middle East countries are oil rich which is now part of the stereotype. (p. 4)

The researcher rated the textbooks to identify the amount of coverage and the themes found in the textbooks. The quantity allotment was also slightly modified to use the sentence consistently as the measure of coverage

1. Minimal--1 to 5 sentences
2. Nominal--6 to 20 sentences (average number of sentences on a textbook page)
3. Maximal--21 or more sentences

Treatment of the Data

Two types of information were acquired through the content analysis and thematic analysis instruments. Data obtained from the content

analysis instrument are presented in tables identifying numbers of favorable and unfavorable evaluative terms and the coefficients for the 24 textbooks calculated according to the formula $\frac{100F}{F+U}$. The coefficients were analyzed to reveal the textbooks' positions on the favorable to unfavorable continuum in their treatment of the Arab world. Data obtained from the thematic content analysis instrument are also presented in tables, identifying the presence and quantity of or absence of the six categories in the 24 textbooks. The data were analyzed to determine if the textbooks treated the Arab world minimally, nominally or maximally and relied on stereotyped or other themes.

CHAPTER IV DATA, RESULTS AND ANALYSIS

The purpose of this study was to investigate the treatment of Arabs and the Arab world in 24 selected social science textbooks used in Florida community colleges. Two instruments were used: ECO Analysis and thematic content analysis. Through ECO Analysis textbook terms referring to Arabs and the Arab world were rated on a favorable-unfavorable continuum. Thematic analysis identified the amount of space and type of category used to depict Arabs and the Arab world.

Results of the ECO Analysis

The results of the ECO Analysis for the 24 textbooks are grouped by course: anthropology, geography, history, political science and religion. Each section contains a summary statement of findings.

Anthropology Textbooks

Table 1 shows the results of the ECO Analysis of the four anthropology textbooks used in the study. The table information is organized as follows: author, publication date, number of favorable terms referring to the Arabs, number of unfavorable terms referring to the Arabs, total of favorable and unfavorable terms and coefficients calculated by the ECO formula $\frac{100F}{F+U}$. The coefficient will fall between 0.0, totally unfavorable, and 100.0, totally favorable, with 50.0 representing neutrality or ambivalence. Three of the four anthropology

Table 1
Results of the ECO Analysis for Anthropology Textbooks

Author	Publication Date	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
Barnouw	1979	6	12	18	33.3
Ember and Ember	1981	4	9	13	30.8
Kottak	1979	4	8	12	33.3
Nanda	1980	6	6	12	50.0
Total		20	35	55	36.4

textbooks had ECO coefficients below 50.0. For example, in the Ember and Ember (1981) textbook the following favorable terms were used: peaceful, distinctive, compatibility, solidarity. These unfavorable terms were used: little, shrouding, prohibiting, opposition, failed, resistance, disunity, fragmentation, argue. This book had the most unfavorable coefficient of 30.8. Nanda (1980) had a coefficient of 50.0 indicating neutrality or at least ambivalence. In the four anthropology textbooks there were a total of 20 favorable terms and 35 unfavorable terms yielding an ECO coefficient of 36.4.

Geography Textbooks

Table 2 shows the results of the ECO Analysis of the five geography textbooks. There was a total of 52 favorable terms and 94 unfavorable terms. The overall coefficient for the geography textbooks was 35.6. Kendall (1976) had the lowest coefficient of 17.6 and focused primarily on the harsh aspects of desert life and the nomads, describing them as primitive, naive, simplistic, provincial, feuding, poverty-stricken, dismayed, unfortunate. DeBlij (1980), least unfavorable with a coefficient of 42.4, stressed the aggressive nature of Islam describing it as wildfire, volatile, dominating, invading, conquering, attacking, depriving, prohibiting, subjugating. Thus, all the textbooks showed an unfavorable treatment of the Arab world and its people according to the ECO formula.

History Textbooks

The results of the ECO Analysis of the history textbooks used in the study are shown in Table 3. Although 11 textbooks were identified, 9 had publication dates before 1976 or did not contain the minimum of

Table 2
Results of the ECO Analysis for Geography Textbooks

Author	Publication Date	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
DeBliz	1980	14	19	33	42.4
Hoy	1978	19	30	49	38.8
Jordan and Roundtree	1976	4	7	11	36.4
Kendall	1976	3	14	17	17.6
Murphey	1978	12	24	36	33.3
Total		52	94	146	35.6

Table 3
Results of the ECO Analysis for History Textbooks

Author	Publication Date	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
Gilbert	1976	12	16	28	42.9
Harrison and Sullivan	1980	9	15	24	37.5
Total		21	31	52	40.4

10 terms needed in order to be included in the study. The remaining two textbooks both treated Arabs and the Arab world unfavorably. Harrison and Sullivan (1980) discussed the Muslim Empire. The book gave ancient Muslims credit for great achievements in philosophy, science and poetry. However, the Muslims were portrayed quite differently in their contacts with the western world, with such terms as destroy, threat, discord, atrocity. Also, the textbook used the term Muhammadanism in referring to Islam, an incorrect and offensive term to Muslims (Al-Qazzaz, 1975). Gilbert (1976) discussed contemporary Arab issues but stressed those concerning aggression and conflict with terms as warfare, terroristic, barbaric cruelty, shock, crisis, revenge. The textbook also erred in equating Moslem with Arab (Algerian) by referring to Moslem guerrilla warfare which would have been more accurate. Al-Qazzaz (1975) stated that Moslem is not synonymous with Arab, since the former is a religious term while the latter is a cultural one. Also, all Arabs are not Moslems, just as all Moslems are not Arabs.

Political Science Textbooks

Table 4 shows the results of the ECO Analysis of the seven political science textbooks used in the study. There was a total of 48 favorable and 356 unfavorable terms. The overall coefficient for the political textbooks was 11.9. All seven textbooks revealed unfavorable treatment of the Arab world and its inhabitants. Stoessinger (1979a) had the highest coefficient of only 27.9, and Hartmann (1978) had the lowest at 1.6. The discussion of two topics--oil and aggression--included in all the textbooks appeared responsible

Table 4
Results of the ECO Analysis for Political Science Textbooks

Author	Publication Date	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
Hartmann	1978	1	60	61	1.6
Meyer	1978	4	11	15	26.7
Padelford	1976	2	46	48	4.2
Rosen and Jones	1980	3	18	21	14.3
Spanier	1978	5	80	85	5.9
Stoessinger (a)	1979	19	49	68	27.9
Stoessinger (b)	1979	14	92	106	13.2
Total		48	356	404	11.9

for these dismal results. The authors implied or stated that the Arabs (specifically OPEC) used oil to manipulate and even blackmail western European countries. Aggression in the Arab world was stressed through focus on warfare, revolution, assassinations, coups, feuds, guerrillas, terrorism, violence, hatred. And many of the textbooks were so pro-Israeli in attitude that any fair appraisal of the Arab-Israeli conflict would appear impossible. The Hartmann (1978) textbook was dramatically unfavorable. Below are some sample statements from that textbook

The Arab oil states began to impose an embargo on states friendly to Israel. OPEC raised prices fourfold. These distortions begot a worldwide recession. (p. 151)

Israel was the victim of a surprise attack on Saturday, October 6, 1973--Yom Kippur, the Day of Atonement. The Arab attack was launched on a massive scale, using some 5000 tanks, about as many as Hitler had used to invade Russia. (p. 244)

Although the Mohammedan faith is a formidable obstacle to the expansion of communism in the areas . . . , the extreme poverty of the masses is an acute breeding ground of popular discontent. (p. 555)

The Egyptian decision to draw closer to the Soviet Union was perfectly understandable from an emotional standpoint. Egypt smarted under a new and humiliating defeat. (p. 559)

Religion Textbooks

The results of the ECO Analysis of the six religion textbooks used in the study are shown in Table 5. There was a total of 72 favorable terms and 110 unfavorable terms. The overall coefficient for the religion textbooks was 39.6. Three texts, Hopfe (1976), Hutchinson (1981) and Smart (1976), showed unfavorable treatment of Arab topics. Monk (1980) revealed ambivalent treatment with a coefficient of 50.0. Two texts showed favorable treatments with coefficients of 61.9

Table 5
Results of the ECO Analysis for Religion Textbooks

Author	Publication Date	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
Fellows	1979	13	8	21	61.9
Hopfe	1976	6	18	24	25.0
Hutchinson	1981	10	35	45	22.2
Monk	1980	5	5	10	50.0
Smart	1976	30	38	68	44.1
Streng	1976	8	6	14	57.1
Total		72	110	182	39.6

(Fellows, 1979) and 57.1 (Streng, 1976). These two texts also had the least number of terms used. Fellows (1979) traced the development of Islam from its beginnings to current times. Islam is a simple and direct religion and its characteristics match with its Arabian origin in the "starkness, clarity and intensity of the desert" (p. 385). Unlike other textbooks which stressed the primitiveness of the desert, this one stated "the Arabian Peninsula in Muhammed's time was a comparatively prosperous and sophisticated religious center" (p. 387). It also differed in treatment of Muhammed stating he was not a Bedouin but was from prosperous, urban southern Arabia. Muhammed was described as insightful, courageous with personal charm and winning character; having such attributes as simplicity, helpfulness and showing affection--quite different from the usual depiction of the prophet as an illiterate, epileptic camel driver. Streng (1976) may have received a favorable score because of omission of references to Islam when discussing aspects of the major world religions. The author would often refer to Christians, Buddhists, Hindus and Jews but not mention Muslims. The least favorable textbook was Hutchinson (1981) with a 22.2 coefficient. This textbook stressed the militarism of Islam: "At first Islam was a hostile faith of alien conquerors who in the service of Allah smashed Hindu temples and massacred Hindu people" (p. 138). It further used such terms as pillage, persecution and fanaticism in referring to Islam. The text did, however, point out the incorrectness of the term Muhammadanism and described Muhammed as successful as well as a devoted husband and father.

Results of the Thematic Content Analysis

The thematic content analysis was used to evaluate the 24 textbooks as to themes treating Arabs and the Arab world. It served as an additional measure to identify images of Arabs in the selected books not covered by the ECO Analysis instrument. Textbooks were reviewed to locate references and place them into six thematic categories: "Desert," "Islam," "Oil," "Aggression," "Women" and "Other," the first five representing stereotyped themes and the last representing different or non-stereotyped themes. The quantity of treatment was also measured using the sentence as the counting unit. There were three allotments: minimal (1 to 5 sentences), nominal (6 to 20 sentences) and maximal (21 or more sentences).

Below are the results of the thematic content analysis for the 24 textbooks grouped by the social science curriculum areas: anthropology, geography, history, political science and religion. Each section contains examples of stereotyped thematic treatments quoted from the textbooks. The table information is organized as follows: author, publication date, categories and allotments of treatment/number of sentences.

Anthropology Textbooks

In the anthropology textbooks the only category treated by all four textbooks was "Women," including references to marriage practices and women's roles and status. Overall, this was the only category receiving more attention than the others. "Islam" and "Other" received some mention. Table 6 contains the summarized information.

Table 6
Results of the Thematic Content Analysis for Anthropology Textbooks

Author	Publication Date	Desert	Islam	Oil	Aggression	Women	Other
Barnouw	1979	Minimal (4) ^a	--	--	Minimal (2) ^a	Nominal (11) ^a	Nominal (9) ^a
Ember and Ember	1981	Minimal (1) ^a	Minimal (4) ^a	--	Minimal (2) ^a	Nominal (9) ^a	--
Kottak	1979	--	Minimal (1) ^a	--	--	Nominal (9) ^a	Minimal (3) ^a
Nanda	1980	--	Minimal (1) ^a	--	--	Nominal (6) ^a	Minimal (1) ^a

^a Number of sentences on the theme.

Women. This category received the most attention, but point of view varied. Ember and Ember (1981) emphasized women's low status in Islamic societies which require their faces and bodies be "shrouded in long, concealing black cloaks" (p. 316). This stereotype was reinforced by a photograph of two veiled women whose caption read: "Women in Moslem societies are often kept from public view" (p. 323). Barnouw (1979) introduced a less-expected discussion of urban, liberalizing feminist movements in Egypt which ended the veiling custom in that country in the 1920s.

Islam. Kottak (1979) presented a disparaging image of Islam by comparing the obligatory pilgrimage to Mecca by Muslims to a visit to Walt Disney World by American tourists. This was reinforced by two juxtaposed photographs: one of pilgrims worshipping at the Grand Mosque in Mecca, the Holy City of Islam, and the other of tourists facing Cinderella's Castle at Walt Disney World in Florida. Though Kottak stated tourists "differ from pilgrims to religious shrines" (p. 361), the pictures made a strong counter-image.

Other. Barnouw (1979), Kottak (1979) and Nanda (1980) made brief references to cultural contributions and developments in writing and architecture made by Arabs and the Arab world from ancient times.

Geography Textbooks

Overall in the geography textbooks each category received some mention. Murphey (1978) wrote the most information about the "Desert." Three of the five textbooks devoted between 4 and 10 sentences to

non-stereotyped "Other" themes. Table 7 contains the summarized information.

Desert. Hoy (1978), Jordan and Roundtree (1976), Kendall (1976) and Murphey (1978) focused on the Dry World's shifting sands, harshness, oases, camels, caravans and Bedouins in images of the desert to which most westerners are accustomed. Kendall (1976) and Murphey (1978) included photographs of Bedouins' tents and sand dunes in Saudi Arabia, but they also had photographs of Al-Qatif, a coastal city with date grove irrigation systems. Jordan and Roundtree (1976) stressed the primitive aspects of the Arab world by having a photograph of an Arab child in a rural school sitting at a wooden table with a ragged book. Beside it was another photograph of a modern Tel Aviv street with people in western dress reading posters on a kiosk for news. The message conveyed was that Arabs are rural and backward by western standards.

Islam. The Islamic "taboo" against pork was treated by several of the textbooks. DeBlij (1980) stated the prohibition deprives "millions of people of a useful source of nutrients" (p. 244). He failed to mention other religions have the same restriction. Jordan and Roundtree (1976) mentioned the pork taboo but went on to explain its basis—danger of intestinal parasites. They also pointed out that Judaism and Seventh Day Adventism have the same prohibition. However, these authors erred in calling Islam the Muhammadan faith. In his 1976 study of Arabs in textbooks, Jarrar stated the following

An example of an error which was noted in past studies (Kenny, Alami) is the use of the term "Mohammadanism" instead of the correct term "Islam" and "Mohammaden" instead of "Moslem" or "Muslim." Moslems resent the use of the incorrect terms. (p. 76)

Table 7
Results of the Thematic Content Analysis for Geography Textbooks

Author	Publication Date	Desert	Islam	Oil	Aggression	Women	Other
DeBlifj	1980	--	Nominal (13) ^a	Minimal (3) ^a	Nominal (7) ^a	--	Nominal (10) ^a
Hoy	1978	Nominal (8) ^a	Minimal (2) ^a	Nominal (13) ^a	Nominal (10) ^a	--	Nominal (9) ^a
Jordan and Roundtree	1976	Nominal (8) ^a	Nominal (18) ^a	Minimal (4) ^a	Minimal (4) ^a	--	Nominal (6) ^a
Kendall	1976	Nominal (6) ^a	Minimal (4) ^a	Minimal (5) ^a	Minimal (3) ^a	Minimal (2) ^a	Minimal (2) ^a
Murphey	1978	Maximal (32) ^a	Nominal (14) ^a	Nominal (12) ^a	Nominal (11) ^a	--	Minimal (4) ^a

^aNumber of sentences on the theme.

Oil. The most common stereotype in this category was of OPEC using the threat of withholding oil against the western European nations for supporting Israel. Yet, Hoy (1978) admitted that OPEC is a successful organization. Jordan and Roundtree (1976) stated that because of OPEC the oil price "soared, reaching more nearly its valid market value" (p. 342). These authors were among the few who attempted to explain situations from the non-western point of reference.

Aggression. The five textbooks treated Arabs as warriors--either for Islam or against Israel.

Other. DeBlij (1980) and Jordan and Roundtree (1976) credited scholarly contributions in geography, architecture, mathematics and science to the ancient Arabs. Hoy (1978) discussed more recent developments in agriculture, technology, industry and education being made in modern Arab countries.

History Textbooks

History textbooks gave most attention to the themes of "Islam," "Oil," "Aggression," and "Other." Table 8 contains the summarized information.

Islam. Harrison and Sullivan (1980) stressed the violence in the spread of Islam and erred in referring to the religion as Muhammadanism but did acknowledge its strong code of ethics.

Oil. Oil was a weapon used by Arabs to precipitate the 1973 oil crisis to express their resentment of western support for Israel.

Table 8
Results of the Thematic Content Analysis for History Textbooks

Author	Publication Date	Desert	Islam	Oil	Aggression	Women	Other
Gilbert	1976	--	--	Nominal (6) ^a	Nominal (9) ^a	--	--
Harrison and Sullivan	1980	Minimal (4) ^a	Nominal (13) ^a	--	Nominal (7) ^a	--	Nominal (6) ^a

^aNumber of sentences on the theme.

Aggression. Gilbert (1976) did not distinguish between Algerians fighting for their independence from the French and Moslems, a more encompassing, as well as inaccurate, term since not all Moslems were involved. The Moslems were responsible for "terroristic acts of barbaric cruelty" (p. 445).

Other. Harrison and Sullivan (1980) discussed great Muslim achievements in science and math, including the Arabic system of numbers, the zero and algebra. The textbook also pointed to Muslim influences on European architecture and love poetry and literature.

Political Science Textbooks

In the seven political science textbooks, "Women" received no treatment. All seven, however, mentioned "Oil" and "Aggression." Hartmann (1978), Spanier (1978) and Stoessinger (1979b) treated "Aggression" with the most sentences. Spanier gave the most coverage to "Oil." Table 9 contains the summarized information.

Oil. Hartmann (1978) perpetuated the stereotype of greedy, oil-rich sheiks living in luxury with poor nomads huddling in tents. He stated: "The rich revenues from oil royalties have poured often into the pockets of the already rich and powerful, with only a small trickle reaching the masses" (p. 556). Spanier (1978) referred to OPEC as having the "nerve to act in such an uppity fashion . . ." and to most oil money going into "the hands of sheiks and the purchase of armaments" (p. 267). Padelford (1976) presented a contrasting point of view in stating that in the oil-rich Arab countries "a great deal of

Table 9
Results of the Thematic Content Analysis for Political Science Textbooks

Author	Publication Date	Desert	Islam	Oil	Aggression	Women	Other
Hartmann	1978	--	Minimal (1) ^a	Nominal (12) ^a	Maximal (24) ^a	--	--
Meyer	1978	--	--	Minimal (1) ^a	Nominal (7) ^a	--	--
Padelford	1976	Minimal (1) ^a	Minimal (1) ^a	Nominal (17) ^a	Nominal (19) ^a	--	Minimal (3) ^a
Rosen and Jones	1980	--	--	Nominal (10) ^a	Minimal (5) ^a	--	--
Spanier	1978	--	--	Maximal (27) ^a	Maximal (43) ^a	--	--
Stoessinger (a)	1979	--	--	Nominal (8) ^a	Nominal (15) ^a	--	--
Stoessinger (b)	1979	--	Nominal (6) ^a	Nominal (12) ^a	Maximal (41) ^a	--	Minimal (1) ^a

^aNumber of sentences on the theme.

wealth is being reinvested in irrigation, housing, industry and education" (p. 102).

Aggression. Rosen and Jones (1980) focused on acts of terrorism and the PLO in their treatment of this theme. The authors included a photograph of Yasir Arafat with this caption: "Yasir Arafat, head of the PLO, addresses the U.N. General Assembly on the subject of Palestinians' and Israelis' right to exist" (p. 313). Arafat is standing at a podium, facing left, with his right arm and right forefinger raised. Four pages later was a photograph of Adolf Hitler with this caption: "Adolf Hitler addresses a meeting. His nationalistic and maniacal ravings contributed much to the German war fever between 1933 and 1945" (p. 317). Hitler is standing at a podium, facing left, with his right arm and right forefinger raised. Whether intended or not, the parallel between Arafat and Hitler was strongly suggested by the photographs and the captions. Also, Stoessinger (1979b) twice stated that President Nasser of Egypt was perceived as a "tinpot Hitler who would have to be removed before he set the Middle East on fire" and that the Egyptian leader represented "insolent and Hitlerlike nationalism" (p. 115). Spanier (1978) also reinforced the stereotype by stating that Arab terrorism is perpetuated by "irrational fanatics" (p. 176). He described Arab terrorism as "brutal guerrilla acts and outright murder" (p. 306). However, he described Israeli terrorism as "retaliation and reprisals" (p. 306).

Islam. This theme was treated nominally overall. Stoessinger (1979b) stressed the antagonistic stance of Islam as a "militant,

exclusive and dogmatic faith" (p. 103). Hartmann (1978) mistakenly called Islam the Mohammedan faith.

Some textbook authors are not always aware of conveying the stereotyped themes as evidenced by this statement made by Stoessinger (1979b) in discussing perceptions

There is little doubt that many nations much of the time see themselves and others the way they really are; but it is equally certain that many nations much of the time see themselves and others in a stereotyped, one-dimensional way. Nationalism and ideology contribute to see other nations as "bad" and one's own as spotless. Stereotyped images on one side elicit similar ones on another, often compounding the distortion. Even worse, if one believes a stereotype long enough, it may become the reality by setting in motion the mechanism of the self-fulfilling prophecy. . . . To hear Arabs and Israelis describe each other at times seemed like listening to two sets of fantasies with little relation to the realities in the countries concerned, and even less to the images each country had of itself. (p. 453)

Religion Textbooks

Three of the religion textbooks gave maximal treatment to "Islam." Most of the themes were not mentioned or given minimal coverage at best. A few gave nominal treatments, but overall "Islam" was the theme which received the most attention. Table 10 contains the summarized information.

Islam. Understandably, the religion textbooks gave maximal treatment to this theme. Muhammed was usually treated as a charismatic leader. Smart (1976) described the Islamic founder as "ferocious in war and tactful in peace" (p. 409). However, he also claimed that Muhammed's large number of wives evidenced that he "had a strong sexual instinct" (p. 409). Hopfe (1976) tried to ameliorate this stereotype of Muhammed by explaining that many of the marriages were political and family alliances--a practice not unknown in western Europe also.

Table 10
Results of the Thematic Content Analysis for Religion Textbooks

Author	Publication Date	Desert	Islam	Oil	Aggression	Women	Other
Fellows	1979	Minimal (1) ^a	Nominal (16) ^a	--	--	--	Minimal (4) ^a
Hopfe	1976	Minimal (2) ^a	Maximal (34) ^a	Minimal (1) ^a	Minimal (4) ^a	Nominal (10) ^a	--
Hutchinson	1981	Minimal (2) ^a	Maximal (36) ^a	--	Nominal (9) ^a	Minimal (4) ^a	--
Monk	1980	--	Maximal (22) ^a	--	--	--	Minimal (1) ^a
Smart	1976	Minimal (2) ^a	Nominal (12) ^a	--	Minimal (5) ^a	Minimal (2) ^a	Minimal (3) ^a
Streng	1976	--	Minimal (5) ^a	--	--	--	--

^aNumber of sentences on the theme.

(Sexual obsession and prowess are stereotypes that have been applied to Arab men in general.) Hutchinson (1981) described the prophet of Allah rather unflatteringly as an "Arab camel driver" (p. 339). As a young man Muhammed did work on caravans, but he also became a successful and prosperous merchant before experiencing his religious enlightenment. Hutchinson further described Islam as a hostile faith practicing pillage and persecution from its inception through modern times. He did, however, state that western historians and people have demonstrated provincial attitudes by not giving Islam credit for its historical importance. He also pointed out that Muslims "reject Muhammadanism as a name for that which is properly Islam" (p. 394). Monk (1980) stated that the term, Moslem, is appearing less frequently in English, being replaced by Muslim. Likewise, he identified the error of referring to Muslims as Mohammedans. Muslims resent the misnomer because they worship Allah, not Muhammed who was an ordinary man chosen by God to be his prophet.

Relationship of the ECO Analysis and the Thematic Content Analysis Data

Each instrument, the ECO Analysis and the thematic content analysis, yielded results, but was there any relationship between the two sets of data? Did the textbooks with the lowest ECO Analysis coefficients have the maximal stereotyped material? And conversely, did the textbooks with the highest ECO Analysis results have the minimal stereotyped material? The statistical method chosen to determine the relationship between the ECO Analysis and the thematic content analysis was the Spearman rank-order correlation coefficient. The Spearman method is a nonparametric technique of hypothesis testing

suited for the behavioral sciences. It is a "distribution-free test," not assuming the results under analysis are drawn from a normally distributed population, and a "ranking test," not using test scores with exact numerical sense but simple ranking (Siegel, 1956, p. vii). The Spearman test as a nonparametric measure can be used with small samples of data. Furthermore, the efficiency of the Spearman rank correlation "when compared with the most powerful parametric correlation, the Pearson r , is about 91 percent" (Siegel, 1956, p. 213). The Spearman test uses a measure of association which requires that both variables be measured in at least an ordinal scale so that the subjects under study can be ranked in two ordered series. A Spearman rank correlation coefficient (r_s) between +1 and -1 indicates a high correlation whereas a value close to 0 indicates a low correlation (Sellers, 1977).

Initially, a null hypothesis was stated: H_0 - the rankings of the two sets of data are uncorrelated. A computer statistical analysis package was used to run the Spearman test to obtain the coefficient. The Basic Business Software, Inc. (1981) program yielded a correlation coefficient of .503 for the 24 data pairs which consisted of the 24 textbooks' ECO coefficients and stereotyped sentence amounts. Table 11 contains the information used to compute the Spearman correlation. The coefficient value yielded was significantly beyond the .01 level. Thus, the null hypothesis was not supported. There appears to be an association between the extent to which textbook authors treat Arabs and the Arab world in stereotypes and the extent to which they treat them favorably.

Table 11

ECO Analysis and Thematic Content Analysis Data and Rank

Authors	Coefficient	Coefficient Rank	Stereotyped Sentence Coverage	Stereotyped Sentence Rank
Barnouw	33.3	12	17	8.5
Ember and Ember	30.8	14	16	7
Kottak	33.3	12	10	4
Nanda	50.0	3.5	7	2
DeBlij	42.4	7	23	13.5
Hoy	38.8	8	33	16
Jordan and Roundtree	36.4	10	34	17
Kendall	17.6	19	20	10
Murphey	33.3	12	69	23
Gilbert	42.9	6	15	5.5
Harrison and Sullivan	37.5	9	24	15
Hartmann	1.6	24	37	18
Meyer	26.7	16	8	3
Padelford	4.2	23	38	19
Rosen and Jones	14.3	20	15	5.5
Spanier	5.9	22	70	24
Stoessinger (a)	27.9	15	23	13.5
Stoessinger (b)	13.2	21	59	22
Fellows	61.9	1	17	8.5
Hopfe	25.0	17	51	20.5
Hutchinson	22.2	18	51	20.5
Monk	50.0	3.5	22	12
Smart	44.1	5	21	11
Streng	57.1	2	5	1

Summary

The following data were obtained through the application of the two instruments to the selected social science textbooks.

The ECO Analysis of the 24 social science textbooks revealed that two textbooks used more favorable than unfavorable terms, and 20 used more unfavorable than favorable terms in their treatments of Arabs and the Arab world. Overall, textbooks used in all course areas (anthropology, geography, history, political science and religion) used more unfavorable than favorable terms with an ECO coefficient of 25.4. The seven political science textbooks had the most unfavorable number of terms with a coefficient of 11.9, and the two history textbooks had the least number of unfavorable terms with a coefficient of 40.4.

The thematic content analysis of the 24 social science textbooks revealed that individually sentence allotments for the stereotyped images varied widely from no mention to minimal, nominal and maximal inclusion. The variation of space allotted and stereotypes treated also existed in the five course areas (anthropology, geography, history, political science and religion). The total number of sentences on any one theme in all 24 social science textbooks varied from a minimum of 53 sentences on "Women" to a maximum of 220 sentences on "Aggression."

The unfavorable treatment of Arabs and the Arab world in the social science textbooks appears, thus, to be associated with the stereotyping of Arabs and the Arab world.

CHAPTER V SUMMARY AND IMPLICATIONS

Introduction

The purpose of this study was to examine the treatment of Arabs and the Arab world in selected social science textbooks. This was accomplished by using two instruments: ECO Analysis and thematic content analysis. ECO Analysis was used to determine the degree to which information regarding Arabs and the Arab world used in the textbooks reflected favorable or unfavorable content. The thematic content analysis was used to determine the degree to which Arabs and the Arab world were portrayed stereotypically or non-stereotypically. The social science courses from which the textbooks were selected were anthropology, geography, history, political science and religion. In this chapter the results from the instruments used, couched in responses to the research questions, are discussed. Implications for further research are also presented.

Consideration of the Research Questions

Research Questions No. 1

The first research question was: "To what extent do the analyzed content terms represent a favorable or unfavorable image of Arabs and the Arab world in the selected textbooks?"

By calculating the coefficients of the 24 social science textbooks from the five areas studied, and computing the overall coefficient of

the selected textbooks, the researcher determined the degree to which Arabs and the Arab world were treated favorably or unfavorably through analyzing the content terms. Coefficients of the findings from the five areas were compared. Computation was done by adding all favorable (F) and unfavorable (U) terms in each area. Then the coefficients were calculated using the formula $\frac{100F}{F+U}$. The overall coefficient for the 24 textbooks was computed by combining all the favorable and unfavorable terms and calculating the general coefficient.

Table 12 summarizes the results of the ECO Analysis performed for all areas combined. History was the area with the least unfavorable textbooks (two) with a coefficient of 40.4 while the political science textbooks (seven) were the most unfavorable with a coefficient of 11.9. Caution should be exercised in comparing the areas because of the differences in coverage given to topics concerning Arabs and the Arab world. For example, the two history textbooks had a total of only 52 terms overall where the seven political science textbooks had a total of 404 terms overall.

The coefficient for all the combined textbooks reviewed was 25.4. Based on the scoring of 0.0 for totally unfavorable, 50.0 for neutral and 100.0 for totally favorable, the textbooks' and authors' positions on the favorable-unfavorable continuum were, therefore, on the unfavorable end of the scale. Note that nearly three times as many unfavorable terms were used (626) as were favorable terms (213).

Table 12
Results of the ECO Analysis for All Areas Combined

Area	Number of Textbooks	Number of Favorable Terms	Number of Unfavorable Terms	Total	Coefficient
Anthropology	4	20	35	55	36.4
Geography	5	52	94	146	35.6
History	2	21	31	52	40.4
Political Science	7	48	356	404	11.9
Religion	6	72	110	182	39.6
Total	24	213	626	839	25.4

Research Question No. 2

The second research question was: "Are the themes depicting Arabs and the Arab world in the linguistic and visual materials of the selected textbooks stereotyped or non-stereotyped?"

The second instrument, thematic content analysis, examined the appearance of stereotyped or non-stereotyped depictions of Arabs and the Arab world in prose and pictures. The thematic categories were:

- (a) "Desert"--Bedouins, nomads, herders, caravans and camels;
- (b) "Islam"--Muhammed, Muslims, Qur'an, religious beliefs and taboos;
- (c) "Oil"--OPEC, sheiks, wealth and luxury; (d) "Aggression"--wars, feuds, slavery, revenge, terrorism and Arab-Israeli conflict;
- (e) "Women"--status, marriage and patriarchy; and (f) "Other"--culture, language, science and arts.

In examining curriculum areas for themes, the researcher determined the following. Anthropology textbooks gave the least attention to "Desert" and "Aggression" themes but most to "Women." Geography and history textbooks mentioned all the themes except "Women." Political science textbooks gave the most attention to "Oil" and "Aggression." Religion, understandably, discussed "Islam" in significantly more detail than the other themes. All six thematic categories were discussed, but there were wide variations in amounts of information. Stereotypes of "Women" were discussed the least while "Aggression" stereotypes received the most attention. The five themes were used extensively in categorizing the Arab content; however, the "Other" category also received a comparable allotment. Garcia (1980) stated that the appearance of "Other" topics in textbooks is encouraging

because it is "evidence that the depiction of the group may not be as stereotyped as it is commonly thought" (p. 152).

Table 13 summarizes the results of the thematic content analyses performed for all areas combined from the 24 textbooks. Quantity allotments are based on the following criteria: minimal (1 to 120 sentences), nominal (121 to 480 sentences) and maximal (481 or more sentences). No category received maximal treatment. Nominal treatment was accorded to three stereotyped categories: "Oil" with 131 sentences, "Islam" with 208 sentences and "Aggression" with 236 sentences. Two stereotyped categories received minimal treatment: "Women" with 53 sentences and "Desert" with 71 sentences. The single non-stereotyped category received minimal treatment: "Other" with 114 sentences. Thus, the stereotyped themes as well as the non-stereotyped theme were used in the selected textbooks to depict Arabs and the Arab world in the linguistic and visual materials.

Research Question No. 3

The third research question was: "What is the trend in the treatment of Arabs and the Arab world in the selected textbooks published between 1976 and 1981?"

Favorable or unfavorable terms. To determine the trend in the use of favorable or unfavorable terms to describe Arabs and the Arab world, it was necessary to arrange the 24 textbooks chronologically according to publication dates, 1976 through 1981. (No textbooks in the sample were published in 1977.) The coefficient for each year was computed by adding all the favorable and unfavorable terms, totalling their sums, then calculating the overall coefficient with the formula $\frac{100F}{F+U}$.

Table 13
Results of the Thematic Content Analysis for All Areas Combined

Area	Desert	Islam	Oil	Aggression	Women	Other
Anthropology	5	6	--	4	35	13
Geography	54	6	37	35	2	31
History	4	13	6	16	--	6
Political Science	1	8	87	154	--	3
Religion	7	125	1	18	16	8
Total	71 (Minimal)	208 (Nominal)	131 (Nominal)	236 (Nominal)	53 (Minimal)	114 (Minimal)

Table 14 summarizes the information by showing the publication year, favorable terms, unfavorable terms, total terms and coefficient.

Based on the scoring of 0.0 for totally unfavorable, 50.0 for neutral and 100.0 for totally favorable, the results indicated that during the past five years the textbooks have continued to treat Arabs and the Arab world more unfavorably than favorably. Based on the sample of 24 textbooks, there was a decline in the coefficient between 1976 and 1978 of 31.0 to 16.7. But there was steady improvement from 1978 to 1979 to 1980 with the coefficients rising from 16.7 to 24.9 to 37.0. In 1981 the coefficient dropped to 24.5. However, there were only two textbooks published in 1981, fewer than the number published during the preceding years. Thus, no distinct trend of either improvement or deterioration can be identified based on this selected sample of textbooks.

Stereotypes or non-stereotypes. To determine the trend in the use of stereotyped or non-stereotyped images of Arabs and the Arab world, it was necessary again to arrange the 24 textbooks chronologically according to publication dates, 1976 through 1981. The space devoted to stereotypes for each year was computed by adding the number of sentences discussing the six categories, "Desert," "Islam," "Oil," "Aggression," "Women" and "Other."

Table 15 summarizes the information by showing the publication year, number of textbooks, categories and sentence totals. The sums indicate that during the past five years the selected textbooks have continued to discuss Arabs and the Arab world in stereotyped rather than in non-stereotyped images. "Other" themes, non-stereotyped,

Table 14
Results of the ECO Analysis for Textbooks by Year of Publication

Year	Number of Textbooks	Number of Favorable Terms	Number of Unfavorable Terms	Total Terms	Coefficient
1976	7	65	145	210	31.0
1978	5	41	205	246	16.7
1979	5	56	169	225	24.9
1980	5	37	63	100	37.0
1981	2	14	44	58	24.5

Table 15
Results of the Thematic Content Analysis for Textbooks by Year of Publication

Year	Number of Textbooks	Desert	Islam	Oil	Aggression	Women	Other
1976	7	19	84	33	35	14	14
1978	5	40	17	65	95	--	13
1979	5	5	23	20	58	10	17
1980	5	4	49	19	19	6	18
1981	2	3	40	--	11	13	--

received slightly more treatment from 1976 to 1980 but none in 1981, which again could be due to the small number of textbooks examined (two).

Table 16 summarizes the information obtained by averaging the number of stereotyped statements (five stereotyped themes) for the textbooks for each year. Between 1976 and 1978 the stereotyped statements increased, decreased between 1978 and 1980, and in 1981 again turned upward. These results were compared with the ECO Analysis overall results by year of publication (Table 14). Between 1976 and 1978 the treatment of Arabs and the Arab world became more unfavorable (31.0 to 16.7) as the average number of stereotyped statements increased (26.4 to 43.4). Between 1978 and 1980 the ECO coefficients revealed less favorable treatment (16.7 to 24.6 to 37.0); likewise, the stereotyped statements decreased (43.4 to 23.2 to 19.4). Then in 1981 the ECO coefficient dropped to a more unfavorable level (24.5) as the number of stereotyped statements again rose (33.5).

These results imply a positive correlation between the data obtained from the two instruments. The data in this study were subjected to the Spearman rank-order correlation test, and the coefficient of .503 indicates the two measures are correlated.

Implications and Conclusions

The results of this study suggest three areas which may warrant further investigation: (a) evaluation instruments, (b) expanded content analysis studies, and (c) instructor awareness of textbook content.

Table 16
Results of Averaging Stereotyped Statements for Textbooks by Year of Publication

Year	Number of Textbooks	Desert	Islam	Oil	Aggression	Women	Average Number of Statements
1976	7	19	84	33	35	14	26.4
1978	5	40	17	65	95	0	43.4
1979	5	5	23	20	58	10	23.2
1980	5	4	49	19	19	6	19.4
1981	2	3	40	0	11	13	33.5

This study used the ECO Analysis and the thematic content analysis instruments to review the selected textbooks. However, it is recommended that more systematic instruments be developed for conducting content analysis research. Jarrar (1976) and Garcia (1980), based on their own studies, acknowledged the need for assessment procedures which would be accessible to persons wanting to analyze textbooks. The instruments should be capable of analyzing all the textbook components--vocabulary, pictures, maps, stereotypes, factual statements, information omissions and balanced treatment of topics being evaluated. However, the procedures should not be too complicated to learn and use after a short training period.

This study was limited to reviewing textbooks used in social science courses at Florida community colleges published within the last five years. This delimitation yielded a sample of 24 textbooks. However, a broader study should be conducted to include all the textbooks used in Florida community colleges to evaluate the image of Arabs and the Arab world. Other studies should be done as analyses of all college-level textbooks published during the past five years in various disciplines. Longitudinal studies should also be conducted to determine changes in treatments and attitudes toward Arabs and the Arab world. Awareness of past and current trends can help predict or direct future ones.

If, as research has suggested, instructors rely heavily on textbooks for information--which may be inadequate--the community college instructors must be made aware of the methods and techniques of textbook bias and inaccuracy. Instructors need to be able to analyze textbooks for the presence and absence of information to ensure fair

treatment and representation of not only Arabs but also any minority or ethnic group. The knowledge will also help instructors be more informed when making textbook selections. No textbook will ever be free of flaws and bias, but instructors can select the best textbooks available and know in advance what areas must be supplemented because of the omission of factual information or explicated because of the commission of non-factual information. Instructors could receive training for conducting content analysis of textbooks at workshops and conferences using adopted textbooks currently in use at the community college. Ideally, more enlightened instructors scrutinizing textbooks will cause textbook publishers and authors to remedy many content problems before publication and distribution.

In closing, this study has examined through content and thematic analyses the treatment of Arabs and the Arab world in 24 social science textbooks used in Florida community colleges. The results indicate that Arabs and the Arab world are described unfavorably in the textbooks and are portrayed in stereotyped images. The dangers of such an approach were stated by Quillen (1948):

In the United States the textbook is the major source of knowledge and understanding in the social studies and other content subjects. In many schools the textbook is the course of study, and its contents determine, to a very large extent, what children and youth shall learn in school about peoples and places beyond the range of their direct experience. While the influence of the textbook on the building of attitudes has still not been fully determined by educational and psychological research, it must be extensive when considered over the whole range of subjects studied and the whole period of schooling from primary through high school and college. (p. 2)

Florida community college students reading the sample textbooks used in this study receive a generally unfavorable and stereotyped impression of an important part of the world impacting western society.

Publishers, authors, instructors and students must yield their western biases and become more knowledgeable about and responsive to not only this particular group, Arabs and the Arab world, but also to any minority or ethnic group that has been oppressed by unfavorable and stereotyped textbook treatment.

APPENDIX A
TEXTBOOK LIST

Anthropology

- Barnouw, V. Anthropology--A general introduction. Homewood, IL: Dorsey Press, 1979.
- Ember, C. R., & Ember, M. Anthropology (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1981.
- Kottak, C. P. Cultural anthropology (2nd ed.). New York: Random House, 1979.
- Nanda, S. Cultural anthropology. New York: D. Van Nostrand, 1980.

Geography

- DeBlij, H. J. The earth--A topical geography (2nd ed.). New York: John Wiley and Sons, 1980.
- Hoy, D. R. (Ed.). Geography and development--A world regional approach. New York: Macmillan, 1978.
- Jordan, T. G., & Roundtree, L. The human mosaic--A thematic introduction to cultural geography. San Francisco: Canfield Press, 1976.
- Kendall, H. M. Introduction to cultural geography. New York: Harcourt, Brace, Jovanovich, 1976.
- Murphey, R. Patterns on the earth: An introduction to geography (4th ed.). Chicago: Rand McNally, 1978.

History

- Gilbert, F. The end of the European era--1890 to the present (2nd ed.). New York: W. W. Norton, 1976.
- Harrison, J. B., & Sullivan, R. E. A short history of western civilization, Volume one. New York: Alfred A. Knopf, 1980.

Political Science

- Hartmann, F. H. The relations of nations (5th ed.). New York: Macmillan, 1978.
- Meyer, W. J. The political experience. New York: Holt, Rinehart, Winston, 1978.
- Padelford, N. J., Lincoln, G. A., & Olvey, L. D. The dynamics of international politics (3rd ed.). New York: Macmillan, 1976.
- Rosen, S. J., & Jones, W. S. The logic of international relations (3rd ed.). Cambridge, MA: Winthrop Press, 1980.
- Spanier, J. Games nations play--Analyzing international politics (3rd ed.). New York: Holt, Rinehart, Winston, 1978.
- Stoessinger, J. G. Crusaders and pragmatists--Movers of modern American foreign policy. New York: W. W. Norton, 1979. (a)
- Stoessinger, J. G. The might of nations--World politics in our time (6th ed.). New York: Random House, 1979. (b)

Religion

- Fellows, W. J. Religions--East and west. New York: Holt, Rinehart, Winston, 1979.
- Hopfe, L. M. Religions of the world. Beverly Hills: Glencoe Press, 1976.
- Hutchinson, J. A. Paths of faith (3rd ed.). New York: McGraw-Hill, 1981.
- Monk, R. C. Exploring religious meaning (2nd ed.). Englewood Cliffs, NJ: Prentice-Hall, 1980.
- Smart, N. The religious experience of mankind (2nd ed.). New York: Charles Scribner's Sons, 1976.
- Streng, F. J. Understanding religious life (2nd ed.). Encino, CA: Dickenson Publishing, 1976.

APPENDIX B ECO WORD LIST

An asterisk beside a word indicates that there was significant disagreement between the two groups regarding the value to be assigned to the word.

able	+	clean	+	eloquent	+
achievement	+	clever	+	enduring	+
admirable	+	cold	-	energetic	+
advanced	+	colorful	+	enthusiastic	+
adventurous	+	common	0	experienced	+
afraid	-	complex	0	expert	+
agile	+	conscientious	+	extremist	-
alert	+	conspirator	-		
amazing	+	corrupt	-	failure	-
ambitious	+	courageous	+	fair	+
angry	-	courteous	+	faithful	+
ardent*	0	coward	-	false	-
attractive	+	crafty	0	famous	+
audacious	0	criminal	-	fat	-
		cruel	-	fearful	-
backward	-	cultured	+	fearless	+
bad	-			feeble	-
barbarian	-	daring	+	ferocious	-
beautiful	+	dauntless	+	fierce	-
bickering	-	dear	+	fiery	0
bitter	-	dedicated	+	fine	+
blind	-	delicate	+	foolish	-
blood-thirsty	-	delightful	+	foreign	0
boastful	-	dependent	0	free	+
bold	0	deserter	-	friendly	+
brave	+	determined	+	furious	-
bright	+	devoted	+		
brilliant	+	devout	+	genius	+
butcher	-	dictator	-	gentle	+
		dirty	-	gentleman	+
calm	+	disgruntled	-	gifted	+
capable	+	dishonest	-	glorious	+
careful	+	disloyal	-	good	+
charitable	+	distinguished	+	goodwill	+
charming	+	drunk	-	gracious	+
cheap	-			grave	0
chivalrous	+	eager	+	great	+
civilized	+	elegant	+	greedy	-

handsome	+	massacre	-	renegade	-
happy	+	mean	-	renowned	+
hard	0	menacing	-	resentful	-
hardworking	+	merciless	-	resourceful	+
hardy	+	mistaken*	0	respected	+
haughty	-	mob	-	respectful	+
healthy	+	moderate*	0	revengeful	-
heathen	-	modest	+	rich	0
helpful	+	murderer	-	right	+
hero	+	mutinous	-	rioter	-
honest	+			robber	-
honorable	+	natural	+	rough	-
horde	-	nice	+	ruthless	-
horrible	-	noble	+		
hospitable	+	normal	+	sacrificial	0
hostile	-	notable	+	sad	-
howling	-			savage	-
humble	+	outrage	-	scheming	-
		outstanding	+	scholarly	+
idealistic	+			selfish	-
idle	-	pagan	-	sensitive	+
ignorant	-	panic-stricken	-	serious	+
imaginative	+	patient	+	shrewd	0
impatient	-	patriotic	+	shrieking	-
important	+	peaceful	+	simple	0
independent	+	pillager	-	sincere	+
industrious	+	pious	0	skillful	+
inferior	-	pitiless	-	slaughter	-
infidel	-	pleasant	+	slow	-
ingenious	+	pleasurable	+	smelly	-
insane	-	plotting	-	soft	+
insolent	-	plunderer	-	splendid	+
inspired	+	polite	+	strange	0
inspiring	+	poor	0	striking	+
intelligent	+	popular	+	strong	+
interesting	+	primitive	-	successful	+
		problem	-	sullen	-
jealous	-	promising	+	superb	+
just	+	proper*	0	superior	+
		proud	+	suspicious	-
kind	+	prowling	-	swarm	-
		pure	+	sweet	+
				sympathetic	+
late	-	quality	+		
lazy	-	quarrelsome	+	talented	+
liar	-	quick	+	tenacious	0
lively	+	quiet	+	terrible	-
lovely	+			terrified	-
loving	+	raiding	-	terrifying	-
loyal	+	reasonable	+	terrorist	-
lurking	-	rebel*	0	thief	-
		reckless	-	threatening	-
magnificent	+	remarkable	+	thrifty	+
martyr	0				

tireless	+	unfriendly	-	violent	-
tolerant	+	unreliable	-		
tough*	0	unselfish	+	warlike	-
traitor	-	unskilled	-	warm	+
treacherous	-	untrustworthy	-	wasteful	-
trickery	-	useful	+	weak	-
troublesome	-			well-known	+
true	+	vain	-	wild	-
trustworthy	+	valiant	+	wise	+
		valuable	+	wonderful	+
ugly	-	venerable*	0	worthy	+
uncivilized	-	vicious	-	wrong	-
undisciplined	-	victorious	+		
uneducated	-	vigorous	+	zealous*	0

Note. From How to Find and Measure Bias in Textbooks by D. Pratt (Englewood Cliffs, NJ: Educational Technology Publications, 1972), pp. 39-44. Reprinted with permission of the publisher.

APPENDIX C

SAMPLE SCORE SHEET

Source _____ Subject _____ Score _____

	page	term	direction		page	term	direction
1.				26.			
2.				27.			
3.				28.			
4.				29.			
5.				30.			
6.				31.			
7.				32.			
8.				33.			
9.				34.			
10.				35.			
11.				36.			
12.				37.			
13.				38.			
14.				39.			
15.				40.			
16.				41.			
17.				42.			
18.				43.			
19.				44.			
20.				45.			
21.				46.			
22.				47.			
23.				48.			
24.				49.			
25.				50.			

$$\Sigma + = \quad \quad \quad \Sigma - = \quad \quad \quad \frac{\quad \times 100}{\quad} = \quad = \quad =$$

Note. From How to Find and Measure Bias in Textbooks by D. Pratt (Englewood Cliffs, NJ: Educational Technology Publications, 1972), p. 38. Reprinted with permission of the publisher.

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BIOGRAPHICAL SKETCH


Janice Hunter was born April 19, 1946, in Concord, North Carolina. Her family moved to Orlando, Florida, in 1948 where she received her elementary and secondary education. She graduated from Edgewater High School in 1964. She received a Bachelor of Arts degree in literature from Eckerd College (formerly Florida Presbyterian College) in 1968, spending one year at the University of Strasbourg (France) as part of the undergraduate program. She received a Master of Arts degree in English from the University of South Florida in 1970.

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Ms. Hunter is married to Martin Jernigan.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.


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